

KeyCode 1 Unit 5

Teacher: _____ . Grade: _____ Group: _____

Unit 5 Page 29. Lesson 25. Date: _____.

- Students will be able to **identify** and **talk** about talents.
- **Explaining** what people are capable of

Stage 1	Stage 2	Stage 3
<p>1. T does some tricks - cards, origami or balloon twisting can work - and get ss to try it as fast as possible.</p> <p>2. T gets ss to express: Teacher, I can do it. It is not that difficult. Teacher, I can't do it. It is very...</p> <p>3. T writes on the board the heading "TALENT".</p> <p>4. Ss, first, say what talents they see in the classroom – don't say names at this point.</p> <p>5. T writes the talents on the board – small-group talking about who in the classroom has the talent(s) and what things, specifically, that/those ss can do.</p> <p>Stage 2</p> <p>6. Get ss to look at the pictures and describe them in detail – who in the classroom has the talents in the pictures?</p> <p>7. Get ss to label the pictures and try some random questioning...</p> <p>Example</p> <ul style="list-style-type: none"> • Maria, can you swim? • What about you, Robert? Can you swim? • Etc. 	<p>8. Write the words for the pictures on the board and get ss to brainstorm ways to describe the activities:</p> <p>Example</p> <ul style="list-style-type: none"> • easy • hard • exciting • boring • motivating • Etc. <p>9. Get ss to use the information on the board to complete the prompts.</p> <p>10. Get ss going with different friends to compare answers – use some sample inquiring questions:</p> <ul style="list-style-type: none"> • What activities did you write about? • What activities did you choose? • Etc. <p>11. Whole-class sharing.</p> <p>12. T reflects on the importance and usefulness of note-taking skills.</p> <p>13. Tell ss to go interview their friends – Can you give me examples of activities you can do and other two which you can't?</p> <p>14. Remind ss about writing what their friends say on a piece of paper or in a notebook – they can't use the book at this point.</p> <p>15. T tries some examples on the board to show ss how to use the information from the interviewing to complete the prompts – make emphasis (using colours) on the personal pronoun and the third person change.</p>	<p>16. Give ss some time to complete the activity – T monitors offering help.</p> <p>17. Whole-class sharing and checking – use the board to make sure ss have a good reference.</p> <p>Phase 3</p> <p>18. Get ss to interview T, so they can get the prompts complete.</p> <p>19. Get ss to interview T about the things he/she can do – ss tick or cross.</p> <p>20. T reflects on the importance of understanding the information they have to work with – it may come in different forms or order, but using it must not be a problem as they get the understanding necessary to use it.</p> <p>21. Get the class into small groups – ss use the information from the interviewing to complete the prompts.</p> <p>22. Whole-class sharing and checking.</p> <p><i>Feedback from T on language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview people at home: Tell me about the talents you have. • Prepare some notes – get ready to share. 		

KeyCode 1 Unit 5

Teacher: _____ . Grade: _____ Group: _____

Unit 5

Page 30.

Lesson 26. Date: _____.

- Students will be able **use** -ing forms to use verbs as nouns, **express** ability in three different forms and **choose** modal forms for affirmative and negative constructions.
- **Explaining** writing changes
- **Expressing** ability
- **Explaining** modal forms and meanings

Stage 1	Stage 2	Stage 3
<p>Prepare in advance – T draws the grammar table on the board – he will get ss to help him work it out at the end of the session.</p> <ol style="list-style-type: none"> 1. Get ss to share what they got from the interviewing. 2. Play "High-Five War" on activities. 3. T divides the board into two columns. 4. Ss come and write one activity word, then go High-Five a friend to allow him/her come and write one more. 5. The team that writes the biggest number of words in two minutes wins. 	<ol style="list-style-type: none"> 6. T reflects on the importance of paying attention to writing changes – they are confusing sometimes, but practice helps to learn what change to make and when. 7. Walk ss through finding and writing the verbs in the table – guide ss into writing the words in their -ing forms. 8. T explains that sometimes verbs take -ing forms – in this case, verbs will be used as nouns – as activity not action. 9. Walk ss through completing the explanation, then through studying the examples – paying special attention to the -ing example. 10 – Give ss some time to complete the prompts – write about you. 11. Ss go and talk to some friends – compare answers. 12. Whole-class sharing and checking - T tries some examples on the board to guide the checking. 	<ol style="list-style-type: none"> 13. T reflects on the importance of studying grammar – it helps to... 14. T walks ss through completing the explanation. 15. T gets some ss to help him complete the grammar table on the board – once T confirms it is complete and correct, ss will be allowed to write in their books. 16. Remember, it is not about telling them what to write but guiding them into discovering what they could write. <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview some people. Tell me about your teen years. • Did you have a friend who had a great talent? What was it? Did he/she know about it? • Prepare some notes – get ready to share. 		

KeyCode 1 Unit 5

Teacher: _____ . Grade: _____ Group: _____

Unit 5 Page 31. Lesson 27. Date: _____.

- Students will be able to **make questions** using can, **give information** about location and **write** a short script.
- **Making** questions about ability
- **Explaining** where a place is (school, gym, etc.)
- **Making** short scripts

Stage 1	Stage 2	Stage 3
<p>Prepare in advance – make some sets of sentences using can/can't – write one word on each paper in the set – scramble the papers before handing out.</p> <p>1. Get ss to share what they got from the interviewing.</p> <p>2. Divide the class into three teams – tell ss they will receive some sets of papers, each paper containing a word that is part of a complete sentence.</p> <p>3. Get the teams gathering and give out the sets – tell ss that the only way to win is by getting all the sets gotten into complete and correct sentences.</p>	<p>4. T reflects on core words and how they move – according to what one wants to do with the language.</p> <p>5. Draw ss' attention to the question form section – tell ss about the moving that has to be done to make questions – make emphasis on the use of colours to guide the studying.</p> <p>6. Pair-work – tell ss to study the answers in the following activity carefully – it is important that ss identify links.</p> <p>Example</p> <ul style="list-style-type: none"> • Answer: 1 Yes, Carlos can dance. • Question: 1 Can Carlos dance. <p>7. Give ss some time to complete the activity – whole-class sharing and checking.</p> <p>8. T writes the following headings on the board: Activity - Place</p> <p>9. Ss look at the activity options and then think of where they can practice.</p> <p>10. T presents the word "WHERE" – T explains the link between WHERE and THERE IS.</p> <p>11. T tries prompt 1 on the board - then get ss helping to work out prompt 2.</p> <p>12. Give ss some time to complete prompts 3 – 6 – whole class sharing and checking.</p> <p>13. Once T confirms the prompts are complete and correct, ss will be allowed to write in their books.</p>	<p>14. Tell ss to look at the script for conversation 1:</p> <ul style="list-style-type: none"> • What are the people talking about? • What words can be used in the gaps? • Write some guessing on a piece of paper. <p>15. Book closed – get ss to listen and pay attention to the missing information.</p> <p>16. Look at the script again and use your notes to check answers.</p> <p>17. Listen again to confirm answers.</p> <p>18. Listen and complete the conversation – read the conversation (complete) to check answers.</p> <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Pair-work - Look at the picture on page 31 - Create a conversation entitled, "I am not sure I can do it." • Use the conversations above as examples to follow. • Get ready to try it in class and prepare some notes on the process of creating the script. • Get ready to share. 		

KeyCode 1 Unit 5

Teacher: _____ . Grade: _____ Group: _____

Unit 5 Page 32. Lesson 28. Date: _____ .

- Students will be able to **use** adverbs to describe actions.
- **Describing** actions

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share – try the conversations.</p> <ul style="list-style-type: none"> • Remember to offer constructive feedback: it is the type of feedback aimed at achieving a positive outcome by providing someone with comments, advice, or suggestions that are useful for their work in the future. The outcome can be faster processes, improving behaviors, identifying weaknesses, or providing new perspectives. <p>2. T gets some ss to try some ball juggling or tricks.</p> <p>3. T reflects on what people can do to get better at something.</p>	<p>4. Draw ss' attention to the grammar section – T presents adverbs.</p> <p>5. Ss listen and follow in the book.</p> <p>6. T walks ss through studying the information in the grammar section.</p> <ul style="list-style-type: none"> • Step 1. Idea in the sentence. • Step 2. The meaning the adverb presents. <p>7. Get ss to brainstorm things T is good at – nothing related to school or education.</p> <p>8. T extends the talking about him/herself if necessary.</p> <p>9. T writes some ss' ideas on the board for them to think of words to describe the doing.</p> <p>10. T walks ss through making the sentences – following the examples presented before.</p> <p>11. Once T confirms the sentences are complete and correct, ss will be allowed to write them in their notebooks.</p> <p>12. While ss write the sentences in their notebooks, T gets some ss helping to spot core language or keywords using colours.</p>	<p>13. T reflects on the importance of putting the new information into practice – that way, people can explore use and results, spot good options and discriminate the ones that are not useful, draw conclusions, combine new information with previous knowledge, get to new concepts and constructions, etc.</p> <p>14. Ss go interview their friends – remind ss about taking notes on a separate piece of paper.</p> <p>15. Whole-class sharing.</p> <p>16. Find out who can do the activities on the list – in the classroom or at school.</p> <p>17. Small-teams – use a dictionary to get some more words to describe the doing.</p> <p>18. Complete the prompts – whole-class sharing.</p> <p>19. T gets some ss' examples on the board – once T confirms the examples are complete and correct, ss will be allowed to use them as reference to check their answers.</p> <p>20. T collects books for later checking.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people: Tell me about your family.
- Sample questions
- Who in your family dances amazingly?
- Who in your family sings well?
- Who in your family drives fast?
- Prepare some notes – get ready to share.

KeyCode 1 Unit 5

Teacher: _____ . Grade: _____ Group: _____

Unit 5 Page 33. Lesson 29. Date: _____.

- Students will be able to **talk** about eating habits, **explain** importance of health habits and **discuss** a preliminary conclusion.
- **Talking** about habits
- **Explaining** health routines
- **Discussing** general ideas in a text

Stage 1	Stage 2	Stage 3
<p>Prepare in advance – write the names of some things that people usually eat and drink in your country – not good eating and drinking but fast options.</p> <ul style="list-style-type: none"> • Write one option on a card or paper – make 3 -5 sets. <p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Get ss into small teams- tell ss that they are going to make an eating and drinking daily and weekend routine – ss can't see what the other teams are doing or how they are using the eating and drinking options.</p> <p>3. Whole-class checking and comparing.</p> <p>4. Each team presents and explains their ordering.</p>	<p>5. Draw ss' attention to the picture in the Eating Healthily section on page 32 – T reflects on the importance of considering the benefits of eating and drinking some products.</p> <p>6. Ss use a dictionary to get the words for the things shown in the pyramid.</p> <p>7. Whole-class sharing and checking.</p> <p>8. T extends the talking by adding the drinks, exercise and everyday activity aspects.</p> <p>9. T walks ss through studying the prompts – get some ss to help to work out the prompts.</p> <p>10. Once T confirms the prompts are complete and correct, ss will be allowed to write in their books.</p> <p>11. Small-group work – tell ss to read the healthy habits tips and number them in order of importance.</p> <p>12. Ss present their ordering – time set - 5 minutes per group.</p>	<p>13. Draw ss' attention to the text – tell ss to go over the text quickly to find and circle verbs.</p> <p>14. Ss share – T writes the verbs on the board and gets ss to find the forms of the verbs.</p> <p>15. After going over the text quickly, walk ss through getting to a first and preliminary conclusion of what the text is about.</p> <p>16. Write ss' conclusion on the board – tell ss to write the list of verbs in their notebooks and the conclusion below it.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people: Tell me about your eating habits.
- What do you eat when you have the time to do it properly?
- What do you eat when you don't have enough time?
- Prepare some notes – get ready to share.

KeyCode 1 Unit 5

Teacher: _____ . Grade: _____ Group: _____

Unit 5 Page 34. Lesson 30. Date: _____.

- Students will be able to **revise** previous notes and **keep, modify** or **change** ideas, **discuss** healthy habits; beyond eating and exercising and **make** a Health Plan.
- **Discussing** on conclusions (keep, modify or change)
- **Making** and **presenting** a Health Plan

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Divide the class into five teams – tell ss that they will have to write T's eating/drinking routine:</p> <ul style="list-style-type: none"> • Morning • Afternoon • Evening • Weekends <p>3. T gives out sheets of paper – remind ss that they will have 5 minutes to get the lists done.</p> <p>4. When the time is up, tell ss to write the name of their team on the back side of the paper – T collects papers.</p> <p>5. T presents his/her eating/drinking habits on the board – get ss to explain if they are similar somehow.</p> <p>6. Give the papers back and get ss to explain similarities and differences in more detail.</p> <p>7. Discuss on the following to get to a conclusion – about T's habits:</p> <ul style="list-style-type: none"> • What shows healthy habits? • What shows unhealthy habits? • What should be changed? • What should be added? • What should be eliminated? • What other aspects, different from eating and drinking habits, should be added? 	<p>8. T reflects on the importance of thinking of healthy habits beyond the box: it is not just about eating, drinking and exercising, ... what other things do you think we can take as healthy habits?</p> <p>9. Draw ss' attention to the text – get ss to read and listen and follow in the book.</p> <p>10. T makes some random questions about the text – tell ss to look at the conclusion they got in the previous session.</p> <ul style="list-style-type: none"> • Do you still think the same? • Shall we modify that conclusion? • If so, why? <p>11. Get ss to help to answer the questions – remind ss about underlining the information in the text – they will have to explain where it is: paragraph and line.</p>	<p>Project work <i>Make a Healthy Life Manual</i></p> <p>Follow the steps:</p> <ul style="list-style-type: none"> • Think of the sections your manual must have. • Talk to your friends – gather some ideas on what information to include. • Look for information on the internet. • Organize your information and make a plan. • Make a Healthy Life Manual. • Present your project to the class. <p>Note.</p> <ul style="list-style-type: none"> • Print images or cut out some from magazines. They will be used to illustrate the sections of your manual. <p><i>Feedback from T on language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Check the notes you made during this unit and add any points or information missed. • It would be great you could add some more notes, examples or a list of words you found useful or words you'd like to learn. 		